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ABSTRACT

This book examines facilitators of change, as viewed by the change agents themselves. It highlights their role and how they can be prepared and supported. In chapter 1, Frances O'Connell Rust, Margot Ely, Maris H. Krasnow, and LaMar P. Miller report on the successful professional development of early elementary teachers in New York City. In chapter 2, Cynthia McAllister describes the implementation of schoolwide literacy in an unfamiliar culture. Chapter 3 offers a report by Helen Freidus, Claudia Grose, and Margaret MacNamara on literacy curriculum changes at school and district levels in a caring environment with high-stakes testing. In chapter 4, Kim Grose depicts AmeriCorps interns working for change in schools at 2-year intervals. In chapter 5, Jon Snyder and Marianne D'Emidio-Caston describe a postsecondary teacher-education program requiring supervisory experience for teachers and students. Chapter 6 documents Cheryl Craig's establishment of collaborative processes within a highly bureaucratic organization serving children in poverty. In chapter 7, Ershler Richert, Pamela Stoddard, and Michael Kass describe partnerships between school districts and higher education under the aegis of the Bay Area School Reform Collaborative. In chapter 8, Ann Lieberman summarizes relevant research on the work of change agents. (Contains 14 references.) (RKJ)

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